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ABSTRACT

Life skills are problem solving and human relations skills, applied responsibly and appropriately to the management of one's life. This manual was prepared to describe and present modifications to the lessons in a previously published coaching manual to make them appropriate for use in a correctional setting. Specifications for lessons which develop process skills, and which are not found in the coaching manual, are also included. The lessons are divided into sequenced phases: 1) foundation skills; 2) basic problem solving skills; 3) human relations; 4) application of problem solving and human relations skills to problem situations; 5) application of skills to finding a job; and, 6) testing one's life skills and work skills. (Author/PC)

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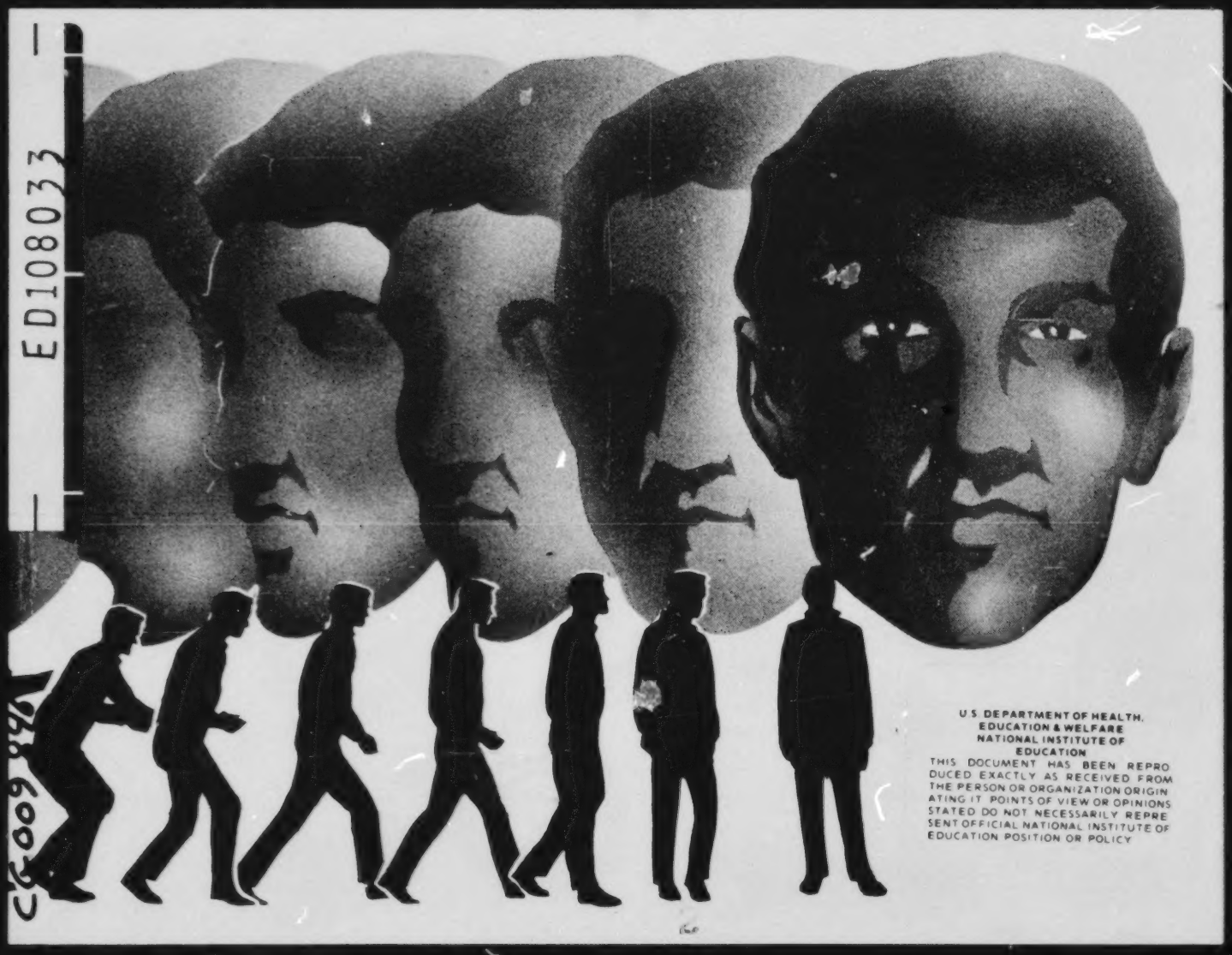

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CURRICULUM GUIDE

LIFE SKILLS COURSE FOR CORRECTIONS

James B. Williams

and

Edward A. Mardell

TRAINING RESEARCH AND DEVELOPMENT STATION

DEPARTMENT OF MANPOWER AND IMMIGRATION

PRINCE ALBERT, SASKATCHEWAN

LIFE SKILLS SERIES

Life Skills: A Course in Applied Problem Solving

Life Skills Coaching Manual

The Problems and Needed Life Skills of Adolescents

Principles and Practices of Life Skills Coaching

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SECOND EDITION

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Preface

Life skills are problem solving and human relation's skills, applied responsibly and appropriately to the management of one's life. The Life Skills Coaching Manual (Saskatchewan NewStart, 1972) was prepared to privide lesson plans for teaching life skills. The present volume was prepared to describe and present modifications to the lessons in the coaching manual to make them appropriate for use in a correctional setting. The reader may also wish to read Life Skills: A Course in Applied Problem Solving (Saskatchewan NewStart, 1972) which describes the life skills theory.

The first edition of Life Skills for Corrections (Saskatchewan NewStart, 1972) was prepared by E. A. Mardell who had been an adult educator in the Saskatchewan Penitentiary. In preparing the first edition he interviewed staff and inmates at the Warkworth Correctional Institute, Campbellford, Ontario and he also conducted an extensive study of the relevant literature.

This greatly expanded second edition was prepared by James B. Williams.

This edition of Life Skills for Corrections updates the curriculum guide to include material from the 1972 Life Skills Coaching Manual. The objectives, skill developments and sequencing follow recommendations made by the Analysis of the Life Skills Coaching Manual, by Arthur D. Smith and James B. Williams, September, 1972.

Specifications for lessons developing process skills are included which are not found in the coaching manual. The lessons for the first time are divided into sequenced phases:

(1) skills which are necessary to proceed with the course;

(2) basic problem solving skills;

(3) human relations skills;

(4) application of problem solving and human relations skills to problem situations;

(5) application of problem solving and human relations skills to finding a job; and,

(6) testing one's life skills and work skills.

D. Stuart Conger
Director
Training Research and
Development Station
January, 1973

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THE LIFE SKILLS COURSE

Life Skills training provides the knowledge and skills to demonstrate competence in human relations and in areas of life responsibilities. Precisely defined, Life Skills means problem solving behaviors responsibly and appropriately used in the management of personal affairs. A sequence of planned experiences helps adult students to implement a personal program of development in each of the following areas:

(1) Developing Oneself and Relating to Others

Students identify and develop personal strengths and abilities and engage in a balanced degree of self-determinism; they identify, resolve, prevent and obtain help with personal problems.

(2) Coping with Home and Family Responsibilities

Students identify, resolve, prevent and obtain help with family problems; they learn new skills to improve life.

(3) Using Leisure Time Purposefully

The students use free time for personal development and social benefit and develop existing or new interests.

(4) Exercising Rights and Responsibilities in the Community

The students learn about the community so they can use resources effectively and for their intended purposes; they learn what contributions they can make for the benefit of self and community.

(5) Making Responsible Decisions for Work Future

The students learn about different occupations and opportunities, and having assessed own interests, aptitudes and abilities, choose a career goal and plan entry into it, so that through further training and experience, a more meaningful work life can be attained. They learn skills of selecting jobs and practise interpersonal skills related to getting and holding a job.

Life Skills education is an activity program. The adult student actively seeks knowledge through lectures, panels, symposiums, reading, audio-visual aids, discussions, visits and tours. Insight and understanding is gained through feedback techniques, problem-solving groups, experimentation, task assignments, situational tests and simulated activitees. Skills are gained through practical experience, role-playing, drills and demonstrations. Interests are developed through plant tours, audio-visual aids, reading, creativity exercises, role-playing and group discussions.

Instead of receiving knowledge passively, the adult student engages actively in deriving, collecting, discovering, and utilizing information to solve problems. He writes, researches, compares, plans, computes, observes, thinks, dramatizes, feels, visits, leads, follows. Only tire, imagination of the instructors and students and practicality limit the activities that occur as the program is life itself. The student's participation in personal goal setting and its modification through subsequent experience integrates these activities.

The Life Skills course relates to other sources in that its content and methodologies give students a more realistic insight into their abilities, and some skills to handle themselves effectively in new learning situations. These insights provide them with confidence which permits them to learn the basic education skills and the vocational skills needed. The growth in the personal dimension provided by the Life Skills experiences complements and supports growth on the vocational skill level.

The Life Skills Lesson

Each lesson has five stages marked by different forms of activity on the part of the coach and student. The Life Skills course describes these different stages as stimulus, evocation, objective enquiry/skill practice, skill application and evaluation.

In the stimulus, the coach presents the problem. He may do this in different ways; in one lesson, he shows a film; in another, he uses a case study; in another, a trust exercise. During the stimulus the coach might provoke, might inform, or question; he aims to stimulate discussion among the students.

In the evocation, the coach encourages the students to express their opinions and feelings related to the stimulus. The coach remains non-judgemental, assisting students to express their concerns. Students share their knowledge about the topic, helping each other to clarify the problem situation. The coach helps the students to classify the

ideas given and to define the problem. He helps them formulate fact-finding questions for investigation in the next section.

In the objective enquiry/skill practice, the coach acts as a teacher or a guide. Students seek and relate new knowledge to the problem they defined; they search for answers to their questions; they practice new skills. In lessons of the first two phases of the course, they might study themselves on video, or use check lists to examine their own behavior. In lessons of the third phase, in which they study problems related to areas of life responsibility, they might study films, books, clippings from magazines, or they might go out of the centre to seek information and answers to their questions.

To facilitate the research for new data the course provides reference materials assembled in multi-media kits. No texts exist for a Life Skills course, but an abundance of material can be found on most topics. Magazines, daily newspapers, government departments, insurance companies and industrial corporations publish useful pamphlets. Because many of the disadvantaged have little access to this type of material, the kits include magazines and newspaper clippings, government and business publications and paper bound books. They also include pictures, films, film-strips, slides, cartoons, and the names and addresses of local people willing to act as resource persons. The coach draws the attention of students to conflicting information and directs the students to other sources to resolve the conflict, or failing that, points out the fact of the existence of many unresolved conflicts.

In the skill application phase of the lesson, the coach helps the student apply knowledge and skills to the solution of a problem. The activities resemble real life situations whenever possible. The real life situation changes as the course develops. In the early parts of the course, the here and now situation is the learning group. In mid-course, the home, the community, or the job become the focus; students interact in the community, invite outsiders in, or plan simulations of real situations. In the lesson, "Getting Out of a Money Trap," a student presents his case to one or more finance companies or credit unions, asking for help. The group discusses the advice given and helps the student plan his course of action.

In the lesson, "Exploring Expectations of Employers," employers come to the learning group to participate in a dialogue during the evocation phase of the lesson. In the skill application phase, each student seeks information at an employer's place of business. The data becomes the subject matter of later lessons, such as "Exploring Job Preferences" or "Applying for a Job."

In the evaluation phase, the students and coach assess how they did and how the lesson helped them. In most lessons, the evaluation is done through discussion, analyzing video-tapes or with a check list. In all lessons, the coach notes the individual student's need for further practice on the skill objective and plans ways to provide this.

In summary, the lesson model has five phases; in the stimulus, the coach presents the problem situation; in the evocation the student reacts to and defines the problem, sometimes formally, sometimes not; in the

objective enquiry/skill practice the student searches out information and practices new behaviors; in the skill application, he applies knowledge and skill to the solution of the problem; and in the evaluation, he assesses what was done and how well it was done.

Video-tape Recording and Playback

Feedback from the group and coach are supplemented by the use of video-tape recordings. The testimony of the V.T.R. speaks for itself with indisputable evidence. People see and hear themselves as others see them, probably for the first time in their lives. The V.T.R. gives added force to the feedback which group members provide each other.

Life Skills Course

The Life Skills course uses "coaches" as instructors. The coaches receive an intense four month training course providing experience with "encounter techniques" in group process, various instructional techniques (e.g., questioning, role-playing, lecturing), handling of the instructional equipment (e.g., projectors, video-tape recorders, blackboard, audio recorders), and extensive practice using lessons of the Life Skills course with video-tape recorder playback and peer evaluation. When actually conducting the Life Skills course, professional staff members supervise the work of the coaches. The primary personal requirements for successful coaches involve an above average amount of "fluid intelligence" and "authenticity", combined with a knowledge and understanding of the situation of the economically disadvantaged.

The coach's personality and style set the tone by which the group builds a feeling of trust so essential to the practice of unfamiliar behaviors.

LIFE SKILLS TRAINING IN A CORRECTIONAL COMMUNITY

As described in The Correctional Community (Fenton, et al 1967, pp. 1, 52, and 53), the correctional therapeutic community is a method of social rehabilitation in which staff and inmates deliberately attempt to use all experiences in all areas of their group existence in a more social-psychologically adaptive manner. The program seeks to bridge the communication gap between staff and inmates and to utilize inmate peer influence in order to help inmates increase self-awareness and become more responsible in their behavior. Inmates who live and work together meet the staff regularly with the expressed goal of improving post-release performance. By using, under staff direction, open communication, confrontation, and other treatment methods, inmate participants can model and adjust their behavior practicing, testing, and incorporating more effective modes of perceiving and relating to others.

The correctional therapeutic community seeks to develop an atmosphere of mutual helpfulness where inmates and staff accept each other as persons and show concern for each other's welfare. They practice non-judgmental attitudes and use non-judgmental behavior to advance self-awareness and avoid defensiveness or projection of blame. They seek to develop each individual's ability to understand how others feel about him and why they have these feelings. Members learn that to help themselves, they must be helpful towards others.

Maturity of the correctional therapeutic community is indicated

by the inmates' changing from submission to the inmate culture to acceptance of help from the treatment program offered by staff and other inmates. Inmates and staff aid the members in developing more meaningful, constructive, interpersonal relationships. Inmates learn to differentitate feelings from behavior, and to understand how feelings affect behavior. By examining realistically and honestly their observed behavior, members profit from mistakes and more adequately meet crises, problems, and tensions of daily institutional living. An increased understanding of both strengths and weaknesses facilitates maturity. It is felt that with gains in self-knowledge, inmates become more competent in handling the stresses and temptations in their lives.

The three principal levels at which the correctional therapeutic community operates are the large group, small group, and individaul counseling. Of the three, the large group is the principal tool. Inmates and all staff meet in a large group (80-100 inmates) to solve immediate problems and meet crises of the institutional community. The problems may then be taken into small groups of ten or fifteen inmates attended by one staff leader. The small groups may meet daily, or once or twice a week for at least one hour. Not only do the small groups discuss problems which may have evolved from the large group, but also problems of a more personal nature. The small group affords an opportunity for the repressed or suspicious inmate to gain confidence and divulge his problems. Heim (1964, p. 29) observed that the small group was perceived "as close, friendly, warm, less defensive, more gentle, and more relaxed. The men mentioned feelings of togetherness, greater comfort, and believed the small groups to be more effective treatment-wise." Heim (1964, p.53)

was told by inmates that the small group is the place to go deeper into problems, to get at the motives, the feelings, the "why's" of the behavior brought up in the large group. Yet, even in the small group, there may be hesistance or resistance to discussing some of the feelings or attitudes, such as those which relate to problems of sexual adjustment like homosexuality. Individual counseling provides the opportunity to discuss those problems which inmates are afraid or unwilling to bring up in small groups.

Life Skills training is particularly appropriate for use with the small group treatment in the correctional therapeutic community. A description of the great many men and women incarcerated in our institutions establishes the relevance of life skills. Study of the literature and direct observation reveal that many inmates have a complex, interlocking set of inadequate behaviors. Some lack the skills needed to identify problems, to recognize and organize relevant information, to describe reasonable course of action, and to foresee consequences; they often fail to act on a rationally identified course of action, submitting rather to actions based on emotion or authority. Often they do not benefit from their experience since they do not evaluate the results of their actions, once taken, displaying fatalistic rationalizations of the consequences. They lack the self-confidence necessary to develop their own abilities and have low, or often surprisingly unrealistic, aspiration levels.

Many inmates before imprisonment have had low levels of participation in the society surrounding them, and typically, few have belonged to

voluntary organizations; the affairs of the larger society did not attract their participation. They lacked effective ways of seeking help from each other and from agencies already in existence, although some form of public assistance may have provided much of their income. Long periods of unemployment, or frequent short-time jobs marked their work history. They have had ineffective interpersonal relationships and lack of basic communication skills; they did not use feedback effectively, often thinking of it as hurtful personal criticism. Alcoholism and use of drugs blighted the lives of others. Many found their lives beset by combinations of more than one such handicap.

A primary aim of corrections is to re-educate people to live law-abiding lives in the community. This is society's best protection against a recurring sequence of criminal acts. The traditional prison tears the individual away from family, community, education and employment responsibilities and isolates him in an abnormal society where he is exposed to a criminal value system. Opportunities to practice constructive decision-making are limited.

Thus what is needed for so many of the incarcerated is an intensive program of Life Skills training to assist them in coping with the problems of daily institutional living as well as to provide them with the skills required to cope with the problems of daily living on the street, and to motivate them toward rewarding and continuing employment. Because of the disadvantaged background of so many inmates, it is important that they be given all the different kinds of help and guidance which can be provided by a Life Skills course.

The Life Skills Course for Corrections is a new, self-contained course which embodies the correctional therapeutic community concept in its goals, methodology, and structured use of the small group. The course not only considers the socio-economic and psychological life style of an inmate but takes into account the element of motivation. Any inmate needing Life Skills will probably need some bolstering of his motivation - his motivation to take training, to learn, to persevere, and to use what he learns. To the goal of changing an inmate's approach to life in prison is added the challenge of motivating him to use Life Skills outside the classroom and after course completion. The course, if successful, will lead inmates toward an independent, spontaneous use of the skills in training sessions and in their life outside the course.

Successful integration in our society is the ultimate objective of the proposed program. In the Life Skills program each inmate would receive skill training in interpersonal relationships, basic communication, problem solving, and use of leisure time to help him enter an occupation or occupational training upon release. The length of Life Skills training for each inmate would be three to four months.

LIFE SKILLS LESSONS SEQUENCE

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* Lessons which cannot be moved within the sequence.
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* Lessons which cannot be moved within the sequence.

FORMULA FOR THE LESSON GUIDES

Life Skills for Corrections curriculum guide is prepared to help a coach adapt the Life Skills course to be used in a correctional institution setting. (See the Life Skills Coaching Manual, Saskatchewan NewStart, 1972.)

It is assumed that the coach is familiar with the Life Skills course and has received the Coach Training Course.

The curriculum guide is presented with the following divisions within each lesson:

Title: Is the same as in the Life Skills Coaching Manual (1972). For the convenience of the coach the page of the lesson in the manual is given following the title. A few new lessons added here are not in the manual.

Prerequisites: Indicates skill development, if any, which should precede the lesson. The aim was to allow the coach as much freedom as possible in lesson sequencing. Some lessons cannot be moved from their place without disrupting the skill development. These lessons are:

1 Meeting One Another

36 Solving Problems with a System - which concludes the problem solving and human relations skills and unites them into a system

55 Evaluating Problem Solving Skills

56 Surveying Marketable Skills

57 Evaluating Employability

These lessons summarize the skill development of the entire course. Some lessons can be used any time in or after the phase where they are included in the guide. These lessons help the student in various ways but do not affect the lesson sequencing. They are as follows:

14 Writing Tests

24 Handling Sex Problems

25 Using Parliamentary Procedures

26 Dealing with Discrimination

Objective: A statement of the skill to which the lesson devotes its primary attention. The numbers following the skills show the way the skills are presented or practiced in the lesson. The code is as follows:

1. Skill explained to students.
2. Skill discussed by students.
3. Skill demonstrated to students.
4. Skill performed by students as a group.
5. Coach assists the student with the skill.
6. Student performs the skill by himself.
7. Student assists peer in skill performance.
8. Student, apart from group, performs the skill.
9. Student, apart from the group, teaches skill to another person.

Skill Development: A listing of secondary skills presented or reinforced in the lesson (if any). The same number code is used as indicated in the development of the objectives.

Overview: A statement of the purpose and method of instruction used in the lesson.

Modification: Suggested changes to be made to the lesson in the Life Skills Coaching Manual to make it more applicable for use in correctional centers.

CURRICULUM GUIDE

PHASE I

INTRODUCTION AND PROCESS SKILLS

Objectives:

1. The students will be able to communicate, co-operate, handle feedback, establish trust, and model positive group behavior.

2. Each student will be able to perform the course process skills of different group configurations, role-playing and balanced self-determination.

Lesson Objectives:

1. Model the attending behaviors.
2. Record and replay action on video.
3. Ask and answer own 6W questions.
4. Model positive group behaviors.
5. Use a role-play situation.
6. Display balanced self determination in a stressful situation.
7. Model good group discussion skills.
8. Describe personal feelings.
9. Give and accept semi-stressful, responsible feedback.
10. Model attending behaviors.
11. Model helpful group behaviors.
12. Co-operate with peers.
13. Define a simple problem.

Lesson 1

MEETING ONE ANOTHER

[Manual page 30]

Prerequisites: None

Objective:

Model the following attending behaviors:

a) Eye contact.
b) Verbal following.
c) Body following. [1,2,3,4,5,6]*

Reinforcement: Lessons 27, 29, 35 & 55.

Skill Development:

Accept non-stressful, responsible feedback. [5]
Give non-stressful, responsible feedback. [5]

Overview:

This first meeting should begin to create the "group feeling" important to the development of Life Skills. This lesson "breaks the ice" enabling students to get to know each other and their coach. Interaction among students rather than just between coach and students begins, providing a set of helping one another. This lesson illustrates the kind of activities the students have in the course.

Modification:

None required.

*Page 16. Objective: list the skills and code numbers.

Lesson 2

SEEING ONESELF ON VIDEO

[Manual page 36]

Prerequisites: Lesson 1

Objective:

To use a video-tape recorder for recording and playback. [2,3,4]

[Process Skill]

Overview:

In this lesson, the student has simple hands-on experience with the video equipment. Promote an atmosphere of fun to help reduce any anxiety in this new situation.

Report any unusual reactions of students such as severe withdrawal to the supervisor of Life Skills or the counselor at once as this may indicate a serious disturbance.

Modification:

No modification required. The video-taping may exhibit some "attention-seeking." The coach should note this and be prepared to confront the student at a later date if it continues, probably in the lesson "Giving and Receiving Feedback."

Lesson 3

SURVEYING LIFE SKILLS

[Manual page 39]

Prerequisites: Lesson 1

Objective:

Each student will be able to:

1. Ask himself 6W questions. [2,3,4]
2. Answer his own 6W questions. [2,3,4]

Reinforcement: Lessons 12, 20, 22, 23, 40, 44, 46, 48 & 57.

Skill Development:

Model the attending behaviors. [4]
Give and accept non-stressful, responsible feedback. [4]

Overview:

In this lesson, you introduce the idea of Life Skills to the student. The student discusses problem situations seen in the film, The Things I Cannot Change. He completes a Life Skills Check List to identify problem situations familiar to him. He identifies Life Skills he has used, ones he has never used or ones he feels need improving. The student examines the personal expectations he has for Life Skills training by completing the form Why Are You Here? He applies the 6W System in describing situations to practise this problem solving skill.

Modification:

In the objective enquiry phase of this lesson, the students are required to fill out a Life Skills Check List. This can be handled in two ways. The coach can ask the students to recall past experiences or the check list can be modified to deal with institutional situations. For example, in problem number one, the word "boss" can be changed to "shop instructor"; in problem number three, the situation can be changed to "talking on the range"; the word "home" changed to "your cell" and instead of "one more for the road" changed to "stay a little longer", and so on. It is suggested that the coach ask the students to list other problem areas in the space available at the end of the check list.

Lesson 4

RATING BEHAVIORS IN GROUPS

[Manual page 91]

Prerequisites: Lesson 1

Objective:

Model positive group behavior. [3,4,5,6]

Reinforcement: 11, 12, 23 & 31.

Overview:

To accomplish any change in behavior, a person first indicates inadequacies in his present behaviors. In this lesson, the student concentrates on the "here and now situation" of his behavior in the learning group: he uses the group to help him identify behaviors which interfere with his effective use of the group. He and the group take a commitment to help each other bring about changed behavior.

Modification:

None required.

Lesson 5

ROLE-PLAYING

[No lesson in manual]

Prerequisites: Lesson 1

Objective:

Assume a part in a role-playing situation. [2,3,4]

Reinforcement: Role-playing is a process skill which will be used throughout the course.

Overview:

In role-playing, members of the group act out a problem situation usually without a script. Role-play customarily is preceded by an explanation of the setting, which gives the actor enough information to assume the role and work out the problem realistically. It is followed by discussion and evaluation.

The purpose of role-playing is to provide an experience close to reality in order to gain understanding and insight and to provide an opportunity to practice a skill in a non-threatening situation before using it in everyday life.

Role-playing is an effective technique in:

1. Diagnosis: to find out how students are likely to act in certain situations so that you can better determine the content of the learning agreement.

2. Rehearsal: to practice for coming events so that students are better prepared to handle them skilfully. You should ensure that the elements of the role-play are very similar to real life situations to encourage transfer of learning.

3. Problem Solving: to enable students to examine a problem and practice alternative solutions.

4. Modelling: to demonstrate desired behaviors for the students. Imitation works as a way of learning new behaviors if there is some eventual reward to the student for imitating the behavior.

5. Attitudinal Change: to change the attitudes of a student toward people, things and ideas which he disagrees with, dislikes, does not understand, etc. Role reversal is an effective technique for producing behavioral and attitudinal change.

6. Self-Awareness: to help group members become more aware of how others see them, to increase both their own self-awareness and their ability to deal effectively with others.

Before a particular role-play, explain the details of the situation, and give the group a general framework to follow. Encourage the members to play roles that are familiar to them and close to their roles in real life. Involve them in selecting the roles they are to play. Praise positive aspects of all performances (in regard to the acquisition of skills).

Sequencing a role-play involves a pattern of demonstration (by a model), private or semi-private (sub-group) practice with video-tape feedback, full group practice with video-tape feedback, and improvisations containing the newly-acquired behavior. Improvising variations of the behavior for different situations increases commitment, and increases the probability that a transfer of learning will occur.

Role-playing is also effective in situations intermediate between group and individual methods. You might invite two or three group members to join in a discussion which includes an informal role-play, by asking each in turn: "How would you handle it?" "What would you say in that situation?" etc.

Special Role-Playing Situations

The use of role reversal may be helpful in promoting attitudinal change when a student's problem consists in part of a lack of sympathetic understanding of how others behave, what they feel, and what they are trying to communicate. Initially, ask the student to participate in a role-play with the other toward whom attitudes are to be modified; focus the discussion afterward on his feelings toward the other, and his perceptions of the other's point of view. Follow this with role reversal, in which the group member plays the role of the other as sincerely as he can. Then centre the discussion on his feelings, attitudes and perceptions while in the other role. He may require assistance in identifying any changes in his own attitudes that develop out of this experience.

Fear and anxiety can be reduced by role-playing. One way is through a series of successive approximations to the feared situation, arranged

in a way which does not arouse as much anxiety as the real situation. Have the student begin by role-playing discrete parts of the cluster of behaviors to be learned, and gradually elaborate and add elements until the total performance is constructed. As an alternative, have the student perform the total cluster of behaviors, then select each element which needs improvement and work with it in turn until the total sequence has been perfected.

To practice role-playing use the situation in Lesson 6.

Lesson 6

BALANCED BEHAVIOR

[Lesson not in manual]

Prerequisites: Lessons 2, 3, 4 and 5.

Objective:

Display balanced self-determination in a stressful situation. [1,2,3,4]

Skill Development:

1. Model the attending behaviors. [4]
2. Give and accept non-stressful feedback. [4]
3. Ask and answer 6W questions. [4]

Overview:

Before a person can become effective in life or in the Life Skills course he needs to develop a sense of worth (presence). Presence instills the ability to agree or disagree without being destroyed or destroying others in the process. This lesson gives the students opportunity to recognize and practice "other determination, selfish determination and balanced self-determination."

Balanced self-determined (BSD): A person is able to act in his own best interest, to stand up for himself without undue worry, and to exercise his rights without denying the rights of others. On either side of BSD behavior are other-determined (OD) or passive behavior and selfish-determined (SD) or aggressive behavior.

Other-determined: A person surrenders his will and his right to make a decision to another person, regardless of his own feelings and desires.

Selfish-determined: A person insists upon his own will and decision at the expense of the comfort and desires of others.

Every individual should be able to choose for himself how he will act in a given circumstance. If a person's passive response patterns are strongly developed, he may not be able to act as he would like.

If his aggressive responses are overdeveloped, he may not be able to achieve his goals without hurting others. Freedom of choice and exercise of self-control are made possible by the development of BSD responses for situations which previously produced fear-based OD or SD behavior.

OTHER-DETERMINED (OD)	BALANCED SELF-DETERMINED (BSD)	SELFISH-DETERMINED (SD)
Self	Self	Self
Self-denying.	Self-enhancing.	Self-enhancing at the expense of others.
Inhibited, passive.	Expressive, active.	Expressive, aggressive.
Does not achieve desired goals.	May achieve desired goals.	Achieves goal at expense of others.
Allows others to choose for him.	Chooses for self.	Chooses for others.
Hurt, anxious.	Feels good about self.	Depreciates others.
Other	Other	Other
Guilty, angry.	Self-enhancing.	Self-denying.
Depreciates self.	Expressive.	Hurt, defensive, humiliated.
Achieves desired goal at self's expense.	May achieve desired goal.	Does not achieve desired goal.

Two concepts of other-determined behavior are useful in the development of more adaptive responses to life situations which call for BSD behavior. The first concerns those individuals whose behavior is typically adequate and self-enhancing; however, certain situations stimulate a great deal of anxiety in them which prevents fully adequate responses to that particular situation. This category is identified as "situational other-determinedness."

The second category, "generalized other-determinedness", includes those persons whose behavior is typically OD across all situations. This individual, often observed as shy, timid, non-assertive, or reserved, finds himself unable to assert his rights or act on his feelings under most circumstances.

The feeling of inadequacy, worthlessness and extreme anxiety of the generally OD person call for in-depth treatment which may be possible only with a trained therapist. However, the situational OD person readily recognizes his problem, and wishes to develop new ways of handling situations which are now uncomfortable, self-denying and non-adaptive for him. He has a tendency to recognize ways in his life to become more BSD and without too much preparation or planning will successfully initiate BSD behavior.

The concepts of general and situational may be applied to SD behavior in a similar fashion. The generally selfish-determined person is characterized by behavior toward others which is typically selfish and aggressive in every type of situation. His unwillingness or inability to respond to an emotional event honestly may call for a professional therapeutic relationship.

Lesson Development:

Using the discovery method introduce the concept of OD, BSD, and SD by the following role-play situations. Video-tape the role-plays.

1. Husband and wife are planning a trip for their holidays. Husband wishes to go to the mountains and camp, fish, hike, etc. Wife wishes to go to the lake, rent a cabin, and relax.

   A. The husband is the dominant person and won't listen to the wife.

   B. The wife is the dominant person.

   C. They try to reach an agreement which will be acceptable to both.

2. First man has an evening planned with wife and family, but meets a friend on the way home who wants him to go for a beer to talk over a problem.

   A. First man gives in to friend's demand, not only for one drink, but for more following that one.

   B. First man can't be reasoned with, even if second man has a problem which he needs help with now for only a few minutes.

   C. Both men seek to understand the other's problem, and resolve the situation to the satisfaction of each.

3. Job Interview:

The employer remains in control of his own actions.

A. A very dominating employee.

B. A withdrawn employee.

Following the role-play, define OD, BSD, and SD behavior and review the video-tape to identify each type of behavior.

Lesson 7

GROUP DISCUSSION

[Lesson not in manual]

Prerequisites: Lesson 1

Objective:

Model good group discussion skills. [1,2,3,4,5]

Reinforcement: group discussion is used as a process skill and reinforced in most lessons in Life Skills.

Overview:

The purpose of speaking in any situation is to communicate with the listeners. It may be used to inform, to seek acceptance, to gain further information, to entertain, etc. In most speaking situations the speaker introduces his topic, relates examples to support his concept and summarizes the main thoughts. In a well functioning group the contribution of the group will fall into the same pattern but one speaker will not need to have all of these phases in his individual contribution.

Lesson Procedure:

A group discussing a topic should react as a team - one speaking, the rest listening - with each speaker adding to the flow of conversation. When the subject is discussed to the satisfaction of the group, a member should summarize, stating the consensus of the group.

The special situation in which a person finds himself will determine the type of speaking he does. There can be many types of group discussion:

1. Group conversations,
2. Decision groups,
3. Informal meetings, and
4. Formal meetings.

I Present and discuss roles in group discussion.

A. Basic Rules of Participation as a Speaker.

1. Have a Purpose.

As in all forms of communication, group communication proceeds toward a goal, or, as we learned in the speaking lessons, it MUST HAVE A PURPOSE.

If part of the members of a group believe that they are discussing an issue of importance, while other members are trying to entertain themselves, or to be entertaining, the difference of purpose will show itself very quickly - usually in emotional outbursts.

As a group member, it is your responsibility to see and to honor the purpose so the action of the entire group can flow smoothly.

2. Use Speech Sprints.

Since group decisions are arrived at by the interaction of many minds, a courteous group speaker will develop his verbal contribution in short sprints, rather than a marathon run.

3. The Opening Sentence.

It should tell the listeners what the speaker wants done, and why he wants it done.

4. Support Key Issue Statements with "For Instances."

As you relate examples that prove your key statement, stick to the purpose of the discussion with strict relevance. Using unrelated material gives your audience an excuse to disregard much of your speech.

5. In Closing, Repeat Your Key Issue Statement.

End strongly by repeating what you want, and why you want it. After you have accomplished this, do not muddy the water with unimportant and irrelevant facts or opinions.

B. Basic Rules of Participation as a Listener.

1. Be Attentive.

Nothing is so important to a speaker as an interested, attentive listener. Listen to get the message.

2. Be An Interesting Listener.

All speakers remember with joy a listener who caught and held their attention while they were speaking. The listener responded by registering surprise, agreement, laughter, concern and puzzlement. Encourage the speaker to make his point in an interesting and lively way.

3. Give The Right Response.

Laughter, shock, tears, are physical responses to hidden emotion. To completely disregard or miss a speaker's moods and feed back false or unexpected responses can be very disconcerting to a speaker.

C. Participating as an Evaluator.

While you are evaluating the thoughts of other group members, you need to take advantage of the lulls in conversation to rapidly evaluate the progress of the discussion. Many people like to have a paper and a pencil to jot down brief notes. A good set of notes aids you when you are presenting your thoughts. However, be cautious. Do not become a slave to the notes. Don't let note-taking become more important than listening.

Keep a running evaluation of:

a. The progress of the conversation.

b. Which members are for the proposition.

c. Why?

d. Which members are against it.

e. Why?

f. Are the sides attacking the real issues, or an imaginary one? You need to avoid useless arguments where each side is discussing a different proposition.

II Group discussion.

A. The coach should set up an informal group (all members equal) to discuss a subject of current interest. Topics can be on any subject the students select.

The discussion should be recorded on the V.T.R.

B. Have one of the students record on a flip chart:

1. The purpose for the discussion, as agreed upon by the group.

2. Note major points given in the discussion. (These can be very short summary statements.)

3. When the discussion ends, see if these all were pertinent to the discussion of the purpose.

C. Limit the discussion to twenty minutes.

D. Watch the playback.

E. Have students evaluate their responses to the roles of speaker, listener, and evaluator.

F. Coach should stop tape to show instances of particularly good communication, where discussions wandered, examples of good listening, etc.

Lesson 8

DESCRIBING FEELINGS

[Manual pages 65 & 105]

Prerequisites: Lesson 1

Sequencing:

The lesson can be used as one or divided into two or more as the students demonstrate a need for more practice.

Objective:

Describe personal feelings as a result of a stressful situation. [1,2,3,4,5]

Reinforcement: Lessons 9, 18, 28, 33 & 35.

Skill Development:

1. Give and accept semi-stressful, responsible feedback. [4,5]
2. Model the attending behaviors. [1,4]
3. Model good group discussion skills. [4]
4. Obtain ideas through brainstorming. [4]
5. Make objective use of imagination. [4]

Overview:

These lessons help participants recognize that all experiences involve feelings and emotions. You can appreciate the special meaning of feelings to this phase of the Life Skills course, since problems most often show themselves by the feelings they cause. The ability to describe feelings requires acknowledgement of those feelings.

You have at least three reasons for developing skills of describing feelings: development of the problem solving skill, development of individual control over feelings, and changing behavior in group members.

Most students may need several practices in the description of their own feelings, and in helping others to describe theirs.

Modification:

Adjust the number of lessons to fit the student needs.

Lesson 9

GIVING AND RECEIVING FEEDBACK

[Manual page 77]

Prerequisites: Lesson 1

Objectives:

1. Give semi-stressful, responsible feedback. [3,4]
2. Accept semi-stressful, responsible feedback. [3,4]

Reinforcement: Lessons 10, 12, 15, 30 & 31.

Skill Development:

1. Describe personal feelings as a result of a stressful situation. [4,5,6]
2. Rate data. [2,3,4]
3. Tabulate data. [2,3,4]

Overview:

In this lesson, the student practices the skill of describing feelings and begins to give and receive feedback about specific behaviors displayed while describing feelings. The lesson helps the student develop awareness of his interactions with others so that he can later identify problems in interpersonal relations as well as identify skills to help in solving these problems.

Sometimes students do not see the need to describe feelings. If this occurs at any time in your group, you might explain to them that things happen when we can describe our feelings: first, we learn that other people accept them; second, we get a clearer recognition of them; and third, we get a release from the control they have over us. If for example, we say of a certain situation, "That makes me angry and I feel my blood rising," that act of having named our feeling and having described its effect on us helps us gain mastery over it.

Modification:

In the application phase of this lesson, if the students are reluctant to role-play the situation described, they could role-play situations nearer to home. For example, the students may want to role-play a conflict between an inmate and the

man in charge of laundry regarding damaged clothing, new clothing, or unpressed clothing. They may want to role-play a situation of being caught by an officer in an out-of-bounds area, or maybe some conflict over canteen. Many such situations can be role-played and continued as long as interest seems high.

Lesson 10

LISTENING TO OTHERS

[Manual page 59]

Prerequisites: Lesson 1

Objective:

Model the attending behaviors. [3,4,5,6,7,9]

Reinforcement: Lessons 28, 30 & 55.

Skill Development:

1. Describe personal feelings as a result of a stressful situation. [5]
2. Test assumptions by asking fact finding questions. [5,6]
3. Give non-stressful, responsible feedback. [7]
4. Listen effectively. [2,3,4,5,6]

Overview:

This lesson contains a series of activities directed to learning and using interpersonal communication skills known as attending behaviors, the use of which improves everyday communication between people. Attending behaviors mean those verbal and non-verbal skills of paying attention to or listening to other people during conversation. Such skills include eye contact (looking directly at the other person while listening or speaking), body position (body attitudes of the listener that support speaking) and verbal following (restatements of the message to indicate your understanding).

Modification:

None required.

Lesson 11

LEARNING HELPFUL BEHAVIORS IN GROUPS

[Manual page 148]

Prerequisites: Lessons 9 and 10.

Objective:

Model helpful group behaviors. [3,4,5,9]

Reinforcement: Lessons 12, 29, 31 & 47.

Skill Development:

1. Model good group presentation skills. [5]
2. Set general short and long term personal goals. [5]
3. Give and accept non-stressful, responsible feedback. [5]

Overview:

The lesson uses the group as a source of models for the study of helpful behaviors and as a learning situation in which to practice these helpful behaviors.

Lack of information and skill prevents people from using helpful behaviors in their daily interpersonal communication. In this lesson the students observe an illustration of group behaviors, identifying behaviors considered to be essentially helpful. The students follow the observation of the demonstration with study, discussion, and practice an application of confrontation skills to develop more helpful behaviors in their group.

Modification:

The coach should develop situation cards that portray institutional living and use them intermittently with those already in the lesson and multi-media kit. For example, in the objective enquiry phase the following situations can be used: A friend has been frisked by the machine shop instructor and was found to be packing contraband. The shop instructor has informed your friend that an offence report will be submitted to the assistant

deputy warden/custody. Your friend expects to be called up to warden's court in a day or two. He does not want to lose his job nor does he want to be segregated. What advice could you have for your friend?

Or, "You have received a letter from your friend. He tells you, in the letter, that he applied for a job at ABC Company and was informed by the personnel manager that the company policy is not to hire ex-cons. He says he told the man that he has a lot of experience and good references but the company still refused to hire him. What advice would you give him?"

Lesson 12

DEPENDING ON OTHERS

[Manual page 88]

Prerequisites: Lesson 11

Objective:

Model helpful group behaviors. [3,4,5,6]

Reinforcement: Lessons 28, 30 & 41.

Skill Development:

1. Rate data. [2,5,6]
2. Set general short and long term personal goals. [2,3]
3. Model attending behaviors. [5]
4. Model good group presentation skills. [5]

Overview:

In this lesson, the student relates to another person in a clearly defined leader/follower relationship. With the help of others in the group, he examines and describes his feelings in these two situations. The student discovers qualities in himself that he did not know existed. This discovery helps prepare him to assess his needs, and to assess the extent to which he can use the Life Skills course to help him.

Modification:

None required.

Lesson 13

EXPLAINING LIFE SKILLS TO OTHERS

[Manual page 175]

Prerequisites: Lessons 9 and 10.

Objective:

Co-operate with peers on identified task. [5,6,7,8]

Reinforcement: Lessons 31, 32, 33 & 51.

Skill Development:

1. Develop a plan to carry out a simple task. [3,4]
2. Obtain ideas through brainstorming. [3,4,5]
3. Ask others fact finding questions. [5]

Overview:

The lesson provides you with a means of evaluating the student's progress in the course so far. The student shows his progress in his own way: he may tell others how they can use the course to help them; he may tell them of the goals he has for himself; he may tell them only that he has learned some things about himself; or he may say that the course interests him. Such expressions indicate that the student sees meaning in the course for himself.

Modification:

A social evening as required in the lesson may not be possible. Substitute an inmate group for social evening.

Lesson 14

WRITING TESTS

[Manual page 361]

Prerequisites: Lesson 1

Sequencing:

Lesson 8 can be used any place in the Life Skills course when the coach or institution needs the results of standardized tests. If this data is not needed it becomes an optional lesson.

Objective:

Define a simple problem. [5]

Reinforcement: Lessons 15, 23, 31 & 46.

Overview:

Students in the Life Skills course receive feedback from several sources: other members of their learning group, from video-tape recordings and from you, the coach. The interpretation of scores in pencil-and-paper tests provides another form of feedback. As an adult, the student has a right to the information contained in the test results; however, the person giving the test recognizes that the students may put more confidence in the results than they merit. Take care to check any explanations against the students' interpretations.

Although the student writes the tests in this lesson to gather information for himself, job placement agencies, education institution and employers sometimes require pencil-and-paper tests for selection purposes; for the student who has experienced repeated failure, this can cause stress. Practice in test taking rituals helps reduce the anxieties which a test situation generates; this lesson uses the Test Orientation Procedure to provide this practice.

Your own staff may lack persons to administer the tests and interpret the results. Most communities have people in their schools or Canada Manpower counselors who will help if called upon. You will need to make arrangements for these resource people well in advance of the scheduled time of the lesson.

PHASE II

PROBLEM SOLVING SKILLS

Objective:

Each student will be able to set short and long term goals and collect and analyze data and information.

Lesson Objectives:

15. Identify assumptions.
16. Obtain ideas through brainstorming.
17. Analyze data/information by asking "Why?"
18. Set general short and long term personal goals.
19. Set criteria.
20. Ask fact finding questions.
21-23. Analyze data by force field analysis.
24. Apply problem solving to personal problems.
25. Chair a formal meeting, record proceedings following modified parliamentary procedures.
26. Confront discrimination.

Lesson 15

IDENTIFYING ASSUMPTIONS

[Manual page 124]

Prerequisites: Phase I

Objective:

Identify assumptions. [3,4,5,9]

Reinforcement: Lessons 27, 49 & 55.

Skill Development:

1. Model good group discussion. [5]
2. Analyze data/information by asking "Why?" [5]

Overview:

This lesson helps the students perceive that "we see what we want to see ... and hear what we want to hear ..." In problem solving terms, the student identifies assumptions, which is a step necessary in defining a problem.

You must have a thorough knowledge of the film, The Eye of the Beholder and the Discussion Leader's Guide to conduct this lesson.

Modification:

In the application phase of this lesson, the coach should suggest some biases the inmates may have, such as, "Don't trust the staff," or "Society has completely rejected me." Explore these and other such suggestions.

Lesson 16

PRODUCING IDEAS ABOUT LEISURE TIME

[Manual page 204]

Prerequisites: Phase I

Objective:

Obtain ideas through brainstorming. [2,3,4,5,6]

Reinforcement: Lessons 16 & 46.

Skill Development:

1. Interview peers. [5,6]
2. Obtain ideas by asking "In what way...?" [5]

Overview:

To gather information about leisure time. To plan and implement a leisure activity.

This lesson integrates three aspects of the Life Skills Course: it provides practice in deferring judgment as an important problem solving skill; it starts the practice of specific group problem solving behaviors of deferring judgment and interviewing; it introduces the content of the leisure area to the students.

Modification:

Students may not be interested in dealing with this lesson. The coach should make the lesson relevant to the student by asking the following or similar questions: "Were you employed prior to incarceration? What hobbies did you have? What did you do with all your leisure time? What are you doing with your leisure hours while you're here? Are you putting your leisure hours to good use?" etc.

The application phase calls for use of a cassette recorder. This may not be permitted; therefore it is suggested that the students take notes rather than record the conversation.

Lesson 17

PORTRAYING ONESELF

[Manual page 315]

Prerequisites: Phase I

Objective:

Analyze data/information by asking "Why?" [3,4,5,9]

Reinforcement: Lessons 17, 19, 36, 40 & 48.

Skill Development:

Ask other fact finding questions. [4,5]

Overview:

When the student exposes his self portrait in this lesson, he expresses himself in three ways: he shows a certain trust in the group; he risks telling the members of the group how he sees himself or what he assumes about himself; he invites the members of the group to dispute his self image. His display of trust in the group shows a conscious use of the group as his learning environment; his risk in telling the members of the group how he sees himself represents an affective (emotional) reaction to the learning situation; his invitation to the group to dispute his self image expresses a willingness to examine assumptions he has long held about himself.

Modification:

Some students, especially those that are married, may avoid portraying any aspect of their family life. In the Objective Enquiry phase, the coach might say, "Jim, you're a father, yet you have not told us about this. Why didn't you?" Or, the coach might say, "Jim, I know you're married, yet you made no reference to your family. Why didn't you?" The coach accepts any or no answer at this time. The first part of the application phase allows for further pursuing.

In evaluation phase, the coach should lead the discussion into assumptions about the staff and others. He should help the students identify such assumptions.

Lesson 18

SETTING GOALS

[Manual page 366]

Prerequisites: Phase I

Objective:

Set general short and long term personal goals. [3,4,6,7,8]

Skill Development:

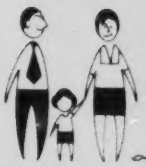
Analyze data by force field analysis. [5,6]

Overview:

This lesson helps students learn the skills of defining a particular problem and setting a goal for solving this problem. The exercise in the stimulus encourages the development of trust in the group and helps students assist each other in developing meaningful goals. This lesson is important for the growth of each student in the course, since failure to develop a relevant goal to work toward at this time may result in inconsistent progress through the remainder of the program.

Modification:

None required.



Lesson 19

GETTING OUT OF A MONEY TRAP

[Manual page 416]

Prerequisites: Lesson 18

Objective:

Set criteria. [2,5]

Reinforcement: Lessons 38, 42, 44 & 48.

Skill Development:

1. Analyze elements of a simple task. [5]
2. Obtain ideas through brainstorming.
3. Analyze data by force field analysis.

Overview:

This lesson requires "risk" taking behavior in the "knowing," "feeling" and "doing" styles of learning. It requires a task oriented group. While students use the entire problem solving process in this lesson, the skills of problem definition and use of criteria receive emphasis.

One student volunteers his problem. The group helps him describe the situation, examine the assumptions and define the problem. They offer tentative solutions to the student, and use outside help to get advice. The volunteer student implements his choice of a solution and reports to the group. The other students analyze their own financial problems and implement solutions.

Modification:

During the evocation phase, the students may say they don't have money problems. The coach says, "Do any of you borrow tobacco or other things from your friends? That's like borrowing money from the finance company. I'll bet the interest rates are higher! What about your canteen? Can you make your money stretch?"

Alternate suggestions (If the coach doesn't get a 'here and now' problem): 1. Make reference to wives' money problems. Some students may be aware of these. 2. Make reference to past money problems. These may have been one of the causes of their incarceration.

The application phase will have to change accordingly. In number one, the student develops a plan, wife implements, and student reports back to the group. In number two, the student develops a plan on How I Could Have Solved My Problem and reports to the group, using it for feedback exchange.

Lesson 20

USING FACT FINDING QUESTIONS

[Manual page 268]

Prerequisites: Phase I

Objective:

Ask other people fact finding questions. [2,3,4,5,6,7,8,9]

Reinforcement: Lessons 23, 27, 38, 42, 43, 44, 46, 47, 49, 52 & 53.

Skill Development:

Rank data. [5]

Overview:

In this lesson, students practice the skill of asking information seeking questions using simulated problems in role-playing situations. Tape the role-play on video-tape or a cassette recorder. The students evaluate their questioning skills by checking the information they obtained against evaluation forms containing the information available to the other member of the role-play. Have other students, skilled in role-playing, "play" the role of the person who has information about the problem; you can of course take this part yourself.

This lesson provides some individualizing of instruction. Each student will participate in pre and post tests (role-playing situations) to determine the skills displayed at the beginning and at the end of the lesson.

Modification:

None required.

Lesson 21

RELATING BEHAVIORS TO ROLES

[Manual page 135]

Prerequisites: Phase I

Objective:

Analyze data by force field analysis. [2,5,6]

Reinforcement: Lessons 22, 23, 32, 35, 42, 45 & 52.

Skill Development:

1. Test assumptions by asking fact finding questions or by observations. [4,5]
2. Rank data. [5,6]
3. Model good group discussion skills. [5]
4. Model the attending behaviors. [5]

Overview:

The student practices analyzing and interpreting data about himself in a problem solving setting by listing and rank ordering his roles, and by relating his behaviors to these roles.

This lesson causes reflection about one's self and one's behaviors, and some students may think of roles, but for reasons of their own, choose to omit these roles and write others. For example, an ex-convict may not wish to refer to his past. If the student shows uneasiness or tenseness at recording certain roles, offer support, but do not force him to explain his tenseness.

Modification:

In the objective enquiry phase of this lesson, some students may identify their role as a father. The coach may want to acknowledge this by asking the student, "What do you do that shows this?" or, "This being the case, what are you doing in here?"

This lesson can be made more effective if it is expanded to involve more of a student's behaviors before the force field analysis is applied. The form on the following page helps the coach include other personal behavior patterns.

LESSON: RELATING BEHAVIORS TO ROLES

WHO AM I AND WHAT DO I DO THAT SHOWS IT

	10 PERSONS I AM	10 THINGS I LIKE TO DO	10 WAYS I SPEND MY TIME	10 WAYS I SPEND MY MONEY
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Lesson 22

TRYING A CREATIVE EXERCISE

[Manual page 187]

Prerequisites: Phase I

Objective:

Analyze data by force field analysis. [3,4,5,6]

Reinforcement: Lessons 23, 32, 35, 45 & 52.

Skill Development:

1. Obtain ideas through brainstorming. [5]
2. Set general short and long term personal goals. [5]
3. Develop a plan to carry out a simple task. [5]

Overview:

This lesson encourages "risky" behavior by providing an opportunity for the student to express himself in a new way. Many Life Skills students tend to be "practical", and this lesson provides an opportunity to help them use their imaginations. Group solidarity should be well developed so the student dares to "risk" before his peers.

Modification:

None required.

Lesson 23

GIVING HELP WITH AN INDIVIDUAL PROBLEM

[Manual page 192]

Prerequisites: Phase I

Objective:

Analyze data by force field analysis. [3,4,5,6]

Reinforcement: Lessons 32, 35, 42, 45 & 52.

Skill Development:

1. Obtain ideas by asking "In what way ...?" [5]
2. Obtain ideas through brainstorming. [5]
3. Model good presentation skills. [5]
4. Ask other people fact finding questions. [5]
5. Define a simple problem. [5]

Overview:

The students have problems differing in complexity, intensity, and nature. This lesson provides the group with a way of giving help with a problem. The process does not guarantee a solution, but it helps the student by providing him with different points of view. The students have no right to expect the person with the problem to accept an idea proposed by them; however, the student with the problem should reward their effort by telling them if he finds some of their suggestions useful, and if he finds he can use an idea immediately, he should tell them so. For his part, the student who proposes the problem has no obligation to accept any solution proposed by the group, and you make that clear to him.

Modification:

None required.

Lesson 24

HANDLING SEX PROBLEMS

[Manual page 329]

Prerequisites: Phase I

Sequencing:

The lesson can be placed in the sequence any place after the Introductory Phase.

Objective:

Applying problem solving skills to a personal problem.

Overview:

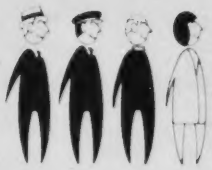
In this lesson, students discuss behaviors related to sex. Discourage discussion of personal problems in the group because of the difficulty of handling deep-seated and long-standing problems and because of the possibility of misuse of information; do encourage the practice of skills as suggested in the lesson. In addition, the lesson should open the subject so that students can consult written materials and get advice from people who can help.

The Evocation contains a description of the Entry Exercise; you may not need to use it in your group, or you may find it useful in another part of the lesson; if so, do not hesitate to use it at some other time than the one suggested.

Modification:

In the evocation phase, the coach should initiate discussion involving problems experienced or anticipated upon release. He should encourage discussion on the various ways of introducing oneself to a girl. During this phase, someone may wish to discuss the sexual frustration experienced by inmates and ways of coping with the problem. It is highly advisable that discussion be discouraged and a resource person such as a psychologist or psychiatrist be brought in to handle the situation.

In the application, it may be difficult to role-play situations without members of the opposite sex. Therefore, the lesson can end in a discussion.



Lesson 25

USING PARLIAMENTARY PROCEDURES

[Manual page 538]

Prerequisites: Phase I

Sequencing:

The lesson can be used any place in Phases II, III or IV without affecting the sequencing.

Objective:

Chair a formal meeting, record proceedings and follow modified parliamentary procedures. [1,2,3,4,]

Skill Development:

Model good presentation skills. [4]

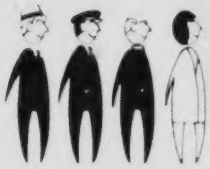
Overview:

Students need skills in the use of parliamentary procedures to participate effectively in their community organizations.

This lesson uses a practice meeting to familiarize the students with the parliamentary procedures used in formal community meetings.

Modification:

None required.



Lesson 26

DEALING WITH DISCRIMINATION

[Manual page 520]

Prerequisites: Phase I

Sequencing:

This lesson can be used any place in Phase II, III, IV, or V without affecting the sequence.

Objective:

Confront discrimination, where meaningful. [2,3,4,5]

Skill Development:

1. Obtain ideas by asking "In what way...?" [4]
2. Define a problem. [4]

Overview:

Acts of discrimination result from prejudiced opinions and attitudes based upon incomplete or incorrect information, isolated examples, unpleasant experiences and "what everybody knows." The analysis of the opinions and attitudes and of the acts themselves can lead to an understanding of how they occur. The application of problem solving skills can lead to ways of overcoming them.

Modification:

Add to the form "Social Views": (1) There are just two kinds of people in the world, those in the know and the suckers or squares. Those who are in the know skim it off the top; suckers work. (2) Sex offenders are scum. In the evocation phase, the coach should use the two suggested additions to the form "Social Views" as examples of discrimination. The coach may see the need of carrying the examples through the objective enquiry phase, dispensing with the film on racial discrimination and dealing with it as a separate topic or lesson.

PHASE III

HUMAN RELATIONS SKILLS

Objectives:

Each student will be able to modify personal behaviors at a variety of stressful levels to ensure that they can apply human relations skills individually and collectively to problem solving situations.

The students will be able to apply a given problem solving system to the solution of a problem.

Lesson Objectives:

27. Analyze a simple task.
28. Model good presentation skills.
29. Apply problem solving skills to a personal problem.
30. Give and accept semi-stressful, responsible feedback.
31. Give and accept stressful, responsible feedback.
32-34. Co-operate with peers.
35. Debate informally in a stressful situation.
36. Organize and implement problem solving skills for a specific problem.

Lesson 27

ANALYZING A TASK

[Manual page 425]

Prerequisites: Phase II

Objective:

Analyze the elements of a simple task. [1,2,3,4]

Reinforcement: Lesson 50.

Skill Development:

1. Ask others fact finding questions. [4]
2. Use the telephone effectively, efficiently and courteously. [4]
3. Apply problem solving skills to a personal problem. [4]

Overview:

This lesson centers on the skill of task analysis and the development of a check list as a product of the analysis. Such skill development requires that the student project himself into the situation as realistically as he can to identify the tasks which the particular enterprise involves. The lesson concentrates on the rather homely domestic requirement of providing reliable baby sitting. This has some benefits: someone in the group can act as the expert on the subject, and the other students can play the part of the analysts. This lesson requires the use of fact finding skills and role-play.

Modification:

The coach will need to choose another task to analyze besides baby sitting.

Lesson 28

GIVING A TALK

[Manual page 99]

Prerequisites: Phase II

Sequencing:

The lesson can be presented or each skill practice can be used as separate lessons any time in Phases III or IV.

Objective:

Model good presentation skills. [2,3,4,5,6]

Reinforcement: Lessons 29, 31, 48 & 55.

Skill Development:

1. Model attending behaviors. [2,4]
2. Chair a formal meeting, record proceedings and follow modified parliamentary procedures. [2,4]
3. Give and accept semi-stressful, responsible feedback. [4]
4. Model good group discussion skills. [4]

Overview:

The preparation and the presentation of the talks are the most obvious features of this lesson. These activities in themselves have meaning and value for the student; however, he also criticizes and receives criticism on his performance on the rather visible skills required.

Consider using this lesson several times during the training period. Your evaluation of student growth should cause you to modify your instruction according to the apparent skill development of the students.

Use the same procedure each time you conduct the lesson: instruct students in speaking procedures and techniques; allow time to prepare subjects; schedule a time for presentation, and video-tape and follow the talks with an evaluation and analysis of the VTR. Give the speaker first opportunity to evaluate his own speech; then the other students and the coach will evaluate last.

Modification:

None required.

Lesson 29

IDENTIFYING STRENGTHS OF THE FAMILY

[Manual page 197]

Prerequisites: Phase II

Sequencing:

The lesson can be used any time in Phase III, IV, or V. It applies Life Skills to a personal problem.

Objective:

Apply problem solving skill to a personal problem. [3,4]

Reinforcement: Lessons 32, 37, 44, 45 & 49.

Skill Development:

1. Model positive group behaviors. [4]
2. Model good presentation skills. [4,5]
3. Model good group discussion skills. [4]
4. Develop a plan to carry out a simple task.

Overview:

In this lesson the student explores the meaning of family and identifies behaviors which make family life strong. He is helped to question and discover aspects of his family life that he may have taken for granted and to identify positive behaviors which he can use as a base for further growth and development. The lesson illustrates the process for the examination of assumptions.

Modification:

In the evocation phase, inmates may make some common statements. The coach should be prepared to pursue each separately through to the application of the lesson.

1. "Gee, when I got picked up I really hurt my wife (children, parents, brothers, sisters, friends)."

2. "I hear my wife is living with someone else." The coach says, "How do you know? Were you able to check out the information? Have her letters indicated anything to substantiate the rumor?"

3. "I don't have any family strengths." The coach says, 'What worries you about your family? What are your feelings towards your wife (children, parents, brothers, sisters)?"

The coach checks with other members of the group about their feelings to provide supportive remarks for the inmate(s) who have expressed their feelings regarding their families. He leads the discussion into the application phase by saying, "Let us use the brainstorming technique to solve the problem 'In what way might I build on my family strengths?'" Some inmates may suggest: write a nice letter, send audio-tape, discuss feelings at the next visit, invite wife (etc.) to visit, send hobby product home, etc.

Some inmates may feel they have some or many family strengths. In order to deal with them, the coach says, "What have we learned about family strengths?" This will lead the inmates back into the evocation phase of the lesson, and the coach continues from there.

Lesson 30

EXPRESSING TRUST IN THE GROUP

[Manual page 83]

Prerequisites: Phase II

Objectives:

Give semi-stressful, responsible feedback. [1,4,5,7]
Accept semi-stressful, responsible feedback. [1,4,5,7]

Reinforcement: Lessons 31, 32 & 48.

Skill Development:

1. Model good group discussion skills. [2,4]
2. Model the attending behaviors. [4,5]

Overview:

Students who use the skills of other members in the group to help them identify their own behaviors have a greater likelihood of making significant changes in their lives. The Life Skills learning group has a limited number of persons in it so that each has an opportunity to express himself, to practice other skills in the Life Skills course, and to receive help from his fellow students. However, the expression of concerns and apprehensions, or the identification of problems before other members of the group, requires trust. In this lesson the students examine how they show trust in each other.

Modification:

In the objective enquiry phase, the coach says, "Do we behave in a similar manner towards staff? Why or why not? Do we fear staff? Do we fear other inmates?" These questions will give the inmates an opportunity to express any fears they have towards others outside the group.

Lesson 31

LOOKING ONE'S BEST

[Manual page 213]

Prerequisites: Lesson 30

Objectives:

Give stressful, responsible feedback. [1,4,5]
Accept stressful, responsible feedback. [1,4,5]

Reinforcement: Lessons 32, 48 & 55.

Skill Development:

1. Obtain ideas by asking "In what way...?" [4]
2. Classify data. [4]
3. Tabulate data. [4]
4. Test assumptions by asking fact finding questions or by observation. [4]
5. Define a simple problem. [4]

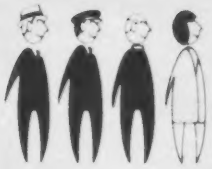
Overview:

This lesson provides opportunities for students to apply problem solving skills; if they need prompting, draw their attention to the appropriate skill, and encourage practice by modelling, invitation and direct urging.

The lesson touches on personal aspects of life for all participants. Pay particular attention to the reaction of the students; if necessary, insert an encounter exercise to create the necessary effective support for a serious, sensitive examination.

Modification:

This lesson should be used to deal with two problems; one, in the evocation phase, dealing with the inmate(s) whose appearance could be improved even though they're wearing ordinary prison garb and two, in the objective enquiry phase, spending too much money on clothing immediately upon release and not having enough left to cover lodgings and food.



Lesson 32

USING COMMUNITY AGENCIES EFFECTIVELY

[Manual page 480]

Prerequisites: Lessons 30 or 31.

Objective:

Co-operate with peers on an identified task. [1,2,3,4,5,8]

Reinforcement: Lessons 33, 34, 41, 51 & 52.

Overview:

This lesson permits the students to study community agencies and organizations responsible for providing services to the public.

Many people do not use community agencies effectively in aiding them to solve personal problems. Often they do not know the organizations in their community, nor do they know what services these organizations provide. Many do not know how community organizations function in providing services to the public. Too often people do not have the confidence necessary to make effective requests to an agency for its services, and they feel frustrated in dealing with community agencies because of what they consider impersonal agency personnel, inadequate services, postponement of services, lack of rapid decision-making, and passing of responsibility within the agency or to other agencies. The lesson provides the students with experiences dealing with these matters, allowing them to increase their knowledge of community agencies and their services as well as improving their skills in getting help from community organizations.

This lesson may require several sessions for students to organize, research, compile and discuss the information required.

Modification:

The coach will need to use agencies which are functioning within the institution - John Howard, Native Brotherhood, etc.

The lesson might be adapted to equip inmates to re-enter society and to utilize outside community agencies effectively in their readjustment period.

Lesson 33

RELATING TO OTHERS

[Manual page 70]

Prerequisites: Lesson 32

Objective:

Co-operate with peers on identified task. [2,5,6]

Reinforcement: Lessons 34, 41, 51 & 52.

Skill Development:

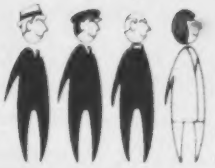
1. Rank data. [3]
2. Model attending behaviors. [4]
3. Model good discussion skills. [3,4]
4. Describe personal feelings as a result of a stressful situation. [1,2,4]

Overview:

The lesson provides experiences in which the student discovers assumptions about his relationships with others. The Message Play throws the students together in an enjoyable, common experience. They compare themselves to each other on the basis of their relationship to the group. In the distance exercise of the application phase, they feel the increased awareness of their relationship to others because it expresses itself in a readily understandable measure. The students express their awareness in the discussions which follow.

Modification:

In the evaluation phase of this lesson, the coach could have the inmates express their feelings about their effect on staff, on other inmates, and the effect on staffs' feelings towards them.



Lesson 34

EVALUATING MEMBERSHIP ON A TEAM

[Manual page 324]

Prerequisites: Lesson 32
Reinforcement of the skills developed in Lesson 32.

Objective:

Co-operate with peers on an identified task. [1,2,3]

Reinforcement: Lessons 45, 51 & 52.

Skill Development:

1. Model helpful group behaviors. [4]
2. Model good presentations skills. [4]

Overview:

Group problem solving requires teamwork. Teamwork involves co-ordination of individual behaviors and goal achievement. In this lesson, students evaluate their contribution to team membership. They review group problem solving processes, identify and evaluate group problem solving roles in a "test" situation, and evaluate their skill in defining the problem.

The exercise in the stimulus, so intentionally simple on the surface that students see it as a child's exercise, forces examination of assumptions. In the application, students again examine their assumptions, their skill in problem definition, and their skill in working on a team. This time the problem has real life qualities in which the results matter.

Modification:

None required.

Lesson 35

FIGHTING FAIRLY

[Manual page 141]

Prerequisites: Lessons 30 or 31.

Objective:

Debate informally in a stressful situation. [1,2,3,4,7,8,9]

Skill Development:

1. Describe personal feelings as a result of a stressful situation. [4]
2. Give and accept stressful feedback. [4]
3. Model helpful group behavior. [4]

Overview:

During disagreements and arguments many people "wall up" feelings that contribute to the disagreement and allow these feelings to continue to bother them and confuse the argument. If they feel anger or frustration, for example, they may release these feelings in other harmful ways, trying to attack and hurt the person rather than dealing with the argument. In fact, neither person wins the argument and both people end up worse off than before. Fair fighting skills can reduce these feelings of hurt, anger and frustration.

Fair fighting requires the participants to recognize their feelings, to bring them out in the open, and to deal with these feelings rather than suppress them; when they have done this, then they can deal with the subject under discussion.

In problem solving terms, fighting fairly requires people to identify their assumptions, examine their feelings and handle their disagreements as fairly and objectively as possible.

Modification:

In the stimulus phase, change the $10.00 in the script to tobacco, and ".....having a big time" to do not participate in many of the institutional activities.

At the end of the evocation phase and after discussing the role-play, the coach tells the students that the role-play situation was an example of quarreling with equals. He asks for two other volunteers to role-play a situation which could be considered quarreling with unequals: namely a quarrel between a student and one of the staff.

First Volunteer: You are employed in the carpenter shop. The shop instructor comes up to your bench and asks you to build a particular cupboard. You have built many such cupboards before so you don't find the request surprising; however, you're angry that he continually asks you to do the cupboard building while other guys sit around doing nothing. Besides, you're sick and tired of building cupboards and you would like to build something different. You don't know how to handle the problem; in any case, you don't want to do the job.

Second Volunteer: You are a shop instructor in the carpenter shop. A minute ago, the Supervisor of Industries has given you a rush order for a cupboard to be built. The Supervisor informs you that it's for a local church and they require it immediately, if not sooner. You have a student in the shop who does excellent cupboard building and he's a good worker. You know he'll get the job done on time. You leave your office and hand the order to the student at his workbench.

The coach follows the same video-taping procedure as in the previous role-play situation. He asks basically the same questions including "What were your feelings about being pressured into doing the job? What were your feelings about other students in the shop watching your quarrel? What were your feelings about fighting with a shop instructor?"

In the evaluation phase, the coach encourages the students to use the skills outside the group and report back on the outcome. The coach should use the report as a stimulus for further practice in fighting fairly.

Lesson 36

SOLVING PROBLEMS WITH A SYSTEM

[Manual page 243]

Prequisites: All the lessons in Phase II and III.

Sequencing:

"Solving Problems with a System" brings together all the skills in problem solving and human relations into a systematic approach. This lesson should be used after the individual skills have been presented.

Objective:

Organize and implement problem solving skills for a specific problem.

Overview:

The students practice a complete sequence of problem solving activities leading to the implementation of a solution. The sequence includes many behaviors practiced in earlier Life Skills sessions.

The lesson uses the leisure area as the content source because this subject has few threatening qualities to it, and the students should respond readily to encouragement to suspend and defer their critical faculties. Future planning of course activities must include the time needed by students to carry out activities they choose in the application.

If you know the procedures specified in Creative Behavior Workbook and Creative Behavior Guidebook, by Sidney Jay Parnes and published by Charles Scribner's and Sons of New York, you might choose to use them as alternate means of teaching the skills specified in the lesson objective.

Modification:

None required.

PHASE IV

APPLYING PROBLEM SOLVING SKILLS TO A PROBLEM

Objective:

Each student will be able to set specific short and long term goals and organize and implement problem solving skills to resolve personal problems.

Lesson Objectives:

37-38. Carry out a plan intended to resolve a personal problem.
39. Set specific short and long term personal goals.
40-45. Organize and implement problem solving skills for a specific problem.
46. Carry out a plan intended to resolve a personal problem.
47-48. Apply problem solving skills to a personal problem.
49. Organize and implement problem solving skills for a specific problem.

Lesson 37

BUILDING STRENGTHS OF THE INDIVIDUAL

[Manual page 515]

Prerequisites: Phase III

Objective:

Carry out a plan intended to resolve a personal problem. [1,2,4]

Skill Development:

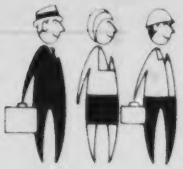
1. Ask and answer own 6W questions. [4,5]
2. Ask other people fact finding questions. [5]

Overview:

In this lesson the student identifies and questions his individual strengths. The student uses this assessment of his strengths to devise and carry out plans for further growth and development.

Modification:

This lesson should be recycled as deemed necessary.



Lesson 38

QUITTING THE JOB

[Manual page 395]

Prerequisites: Phase III

Objective:

Carry out a plan to resolve a personal problem. [4,5]

Skill Development:

1. Ask other people fact finding questions. [2,4]
2. Project potential results of alternative courses of action. [2,3,4]

Overview:

Success on the job requires skills in two broad classes: job skills and life skills. An employer buys effective job skills in his employees, but often finds them handicapped by a lack of life skills. They say of such an employee, "Well, he does his job well enough, but he quarrels all the time and just can't get along; I have to let him go."

This lesson provides stimulation for students to draw on their own experience for reference; it confronts them with the need to predict and test their predictions against outcomes, accounting for any differences; it provides group action, giving the students opportunity to move into risky behavior.

Modification:

The second course of action would be better if the employee had not quit after explaining reason for being late.

Lesson 39

DEFINING THE PROBLEM

[Manual page 384]

Prerequisites: Phase II

Objective:

Set specific short and long term personal goals. [2,4,5]

Skill Development:

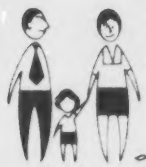
1. Analyze data by asking "Why?" [2,3,4]
2. Project potential results of alternative courses of action. [2,3,4]

Overview:

In this lesson, the student defines his own problem in the Life Skills course by setting a self-improvement goal. The lesson helps him state a goal linking the course content, as he understands it, with his need for personal development, as he understands it. A precise statement of the goal is not required at this time, because future lessons provide opportunity for the student to state his problems and goals more exactly.

Modification.

None required.



Lesson 40

RAISING A FAMILY ALONE

[Manual page 442]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem.

Skill Development:

1. Analyze data/information by asking "Why?" [4]
2. Analyze data/information by force field analysis. [4,5]
3. Decide whether he has to go to a resource person or agency to obtain data/information.

Overview:

"Even though it provides a difficult, sometimes heartbreaking situation, we believe that the tragedy of the single parent - and of the child of the single parent - has been exaggerated. We hold that it is quite possible for a single parent to go it alone, if she (and it's most often a she) remains in reasonably good mental health and doesn't feel too sorry for herself and her child."[1]

This lesson deals with problems encountered by single parents. It gives all the students practice in interpersonal problem solving skills and in using community resources.

Modification:

Acceptable as written if used with married students. But for single students, the coach should ask the group if any were raised by one parent and initiate discussion around this topic. For the panel, the coach should make every effort to have a student's wife attend to relate first-hand experience.

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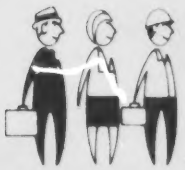
1 Ilg, Frances, L. and Louise Bates Ames, The Gesell Institutes Parents Ask, New York: Dell Publishing Co. Inc., c. 1965



Lesson 41

EXPLORING JOB PREFERENCES

[Manual page 466]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4]

Skill Development:

1. Make objective use of his imagination. [1,2,3,4]
2. Record data. [4]
3. Tabulate data. [4]
4. Use a telephone efficiently, effectively and courteously. [2,3,4]
5. Interview persons of authority to solicit their help for a specific purpose. [2,3,4]

Overview:

While circumstances force many students to take any job that comes along, the student with a strong job preference can pursue his interest if he defines it clearly enough and he learns to make his own opportunities. This lesson allows the student to dream about his work future, explore his interests, examine prospective job opportunities, think about alternate goals, and to gather information relating to these goals.

Some students find the use of fantasy difficult and unconvincing. If you identify signs of uneasiness, discomfort, or opposition, encourage the students to express them. Assure them that you realize that fantasy does not work all the time nor does it work for everyone; remind them, however, that in the Life Skills course, students explore new ways of solving problems, and some people use fantasy to help them at some stage of problem solving.

Modification:

The coach will need to gather the materials which are designed for students when they are free to interview employers.

Lesson 42

DEALING WITH THE LANDLORD

[Manual page 339]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4,5]

Skill Development:

1. Use a telephone efficiently, effectively and courteously. [2,4,5]
2. Arrange appointments with persons of authority. [2]
3. Ask other people fact finding questions. [4,5]
4. Set criteria. [4]
5. Model good presentation skills. [4]

Overview:

This lesson encourages the student to examine any differences he may have with his landlord and to choose ways of resolving them. The lesson guides the student to an objective examination of his problem. The student practices questioning and interviewing techniques, and effective ways to negotiate change.

Modification:

In the objective enquiry, the coach should arrange for resource personnel to come into the institution for interviews. If students are allowed to conduct the interviews in the community, so much the better, and no modification of the objective enquiry will be required.

In the application phase, the coach should ask the students to relate past experiences following the instructions as outlined.

Lesson 43

HANDLING DRINKING PROBLEMS

[Manual page 229]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4,5]

Skill Development:

Ask other people fact finding questions. [5,6]

Overview:

This lesson provides practice in skills for handling problems associated with social and heavy drinking. It provides information about alcoholism and opportunities for helping the alcoholic, but it does not provide the treatment the alcoholic needs; he needs expert and intensive treatment, available in most communities through A.A. or the Bureau of Alcoholism. You should have a contact in the community to provide help when needed.

Applying problem solving skills to situations arising out of the abuse of alcohol requires the student to use "risky" behaviors. This level of behavior requires a cohesive task-oriented Life Skills group. Present this lesson when the group shows maturity, or provide exercises to strengthen the group prior to the giving of the lesson.

Modification:

There are four possible applications of this lesson:

1. If used early in the inmate's sentence, the application is for the student to join the institutional A.A. program.
2. If used as a pre-release lesson and the student belongs to the institutional A.A. program, the application is for the student to recruit one or more members, for the student to take a more active part by running for office, and for the student to make contacts with members of the community A.A. program.

3. If used as a pre-release lesson and the student does not belong to the institutional A.A. program, the application is for the student to join the institutional A.A. program or to make contacts with members of the community A.A. program.
4. If the institution does not have an A.A. program, the application would be for the group to start one.

Lesson 44

FINDING OUT ABOUT DRUGS

[Manual page 319]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4,5]

Skill Development:

1. Ask other people 6W questions. [2,4,5]
2. Model attending behaviors. [4]
3. Test assumptions by asking fact finding questions or by observations. [4]

Overview:

This lesson provides the student with skill practice as he gathers information about drugs, drug abuse, and the help available. The lesson does not provide treatment needed by the drug user who requires intensive, professional treatment; however, if you have students who need such attention, you might help arrange a referral to psychiatric services or a drug treatment centre for a student or a member of his family. The lesson provides practice for the students in the use of certain problem solving skills as they arrange to collect the information and report it to the members of the Life Skills group.

Modification:

If the institution happens to have a number of drug users, the application of this lesson could be an organizing of a drug addicts group similar to the "Seven Step" program developed by Bill Sands[1]. The group could be called "Add-Can"--Addicts Canada.

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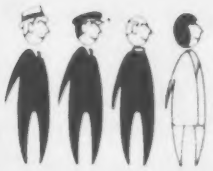
[1] Sands, B., My Shadow Runs Fast, Signet, Englewood Cliffs, N.J., 1966



Lesson 45

INTERACTING WITH POLICE

[Manual page 528]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4,5]

Skill Development:

1. Ask other people 6W questions. [4,5]
2. Model helpful group behavior. [4]

Overview:

When people meet police in the line of duty, their spontaneous reactions sometimes cause them needless trouble. In this lesson, the students study their reactions to situations related to the police, and practice new behaviors in some of these situations, thus applying the problem solving principles of exploring alternative solutions.

Modification:

This lesson can be used to practice skills involving "Interaction with Staff," or "Interaction with Parole Officers." The coach suggests the two alternatives in the stimulus phase of the lesson. It may not be possible to arrange for on-the-street interviews; therefore, the coach should arrange for several resource personnel to come into the institution. In the evaluation phase, the coach initiates discussion on the pre and post results of the questionnaire. The audio-script, "What next," used in the objective enquiry phase can be modified to situations involving interacting with staff by changing the scene to a card game or some other recreational activity, or to situations involving interacting with parole officers by changing the characters to parolees and dealing with how the incident may affect their parole.

Lesson 46

HANDLING CHANGES IN MY BEHAVIOR

[Manual page 511]

Prerequisites: Lesson 39

Objective:

Carry out a plan intended to resolve a personal problem. [4]

Reinforcement: Lesson 47 & 52.

Skill Development:

Ask other people fact finding questions.

Overview:

A student has not learned a skill unless he uses it when the opportunity presents itself; he may practice it under the encouragement of the coach and with the support of the group and yet fail to use it in his everyday life. He needs to develop what some call the confidence to use the skill, what some call the understanding that he can use the skill, and what others call the will to use it. In this lesson, the student practices a skill which helps him pass new skills on to other people at the same time as it helps him develop the confidence and will to adopt the behavior as his own.

Use this lesson when students ask for help in skill teaching or describe difficulty in using the skills in their life outside the learning group.

Modification:

None required.

Lesson 47

MANAGING MONEY

[Manual page 448]

Prerequisites: Phase III

Objective:

Apply problem solving skills to a personal problem. [4]

Skill Development:

1. Develop a plan to carry out a simple task. [4]
2. Ask other people fact finding questions. [4]
3. Set specific short and long term personal goals. [4]
4. Set criteria. [4]
5. Analyze data by force field analysis. [4]

Overview:

This lesson emphasizes behavior change rather than written budget plans. Students analyze their spending behaviors, set a financial goal and practice ways to control spending.

Students may resist sharing details of their spending practices. You can model "risky" behavior by exposing your spending habits. Because the different amounts of money coming into different homes may distract from the central issue of spending habits, the group could use percentages in all discussions; students use the actual figures in calculations for personal use.

Modification:

In the evocation phase, discussion of goals and values should center around saving canteen money, or other monies for release. The coach says, "What financial goals can you set for yourself with your release money? I can think of things like finding a cheap room, light housekeeping, or just staying out of debt."

Married students may wish to discuss wives' money problems. In the application phase, the students should plan a budget involving their spending behaviors with monies available to them during their incarceration. They should also plan a budget for spending upon release. For students who may wish to assist their wives, arrangements should be made for them to discuss the problems with their wives during their visits, or through letters.

Lesson 48

PLANNING FOR ONE'S SURVIVORS

[Manual page 498]

Prerequisites: Phase III

Objective:

Apply problem solving skills to a personal problem. [4,5]

Skill Development:

1. Develop a plan to carry out a simple task. [4]
2. Carry out a simple task assignment.
3. Analyze data/information by asking "Why?" [4]

Overview:

As students practice problem solving skills in this isolated but serious life problem, they gain new knowledge on a subject with a high "affective" or "feeling" component. They display "risky" behavior by using a community resource to carry out the objective; thus, they display behaviors at the highest levels of each of the three dimensions of the Life Skills process/content model.

Modification:

None required.

Lesson 49

DEMONSTRATING LIFE SKILLS

[Manual page 432]

Prerequisites: Phase III

Objective:

Organize and implement problem solving skills for a specific problem. [4,5]

Skill Development:

Analyze data by force field analysis. [5]

Overview:

As students move into the lesson in the latter part of the course, they increase application of the skills introduced earlier. This lesson introduces the student to the broad range of activities available to him in the lessons which follow.

Modification:

None required.

PHASE V

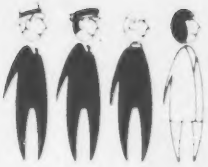
APPLYING PROBLEM SOLVING TO FINDING A JOB

Objective:

Each student will be able to apply problem solving skills to the process of getting and keeping rewarding employment.

Lesson Objectives:

50. Co-operate with persons of authority on identified tasks.
51. Interview persons of authority to solicit their help for a specific purpose.
52. Interview persons of authority to solicit their help for a specific purpose.
53. Complete job application, job application letter and resume.
54. Participate in a formal debate.



Lesson 50

TAKING RESPONSIBILITY IN THE COMMUNITY

[Manual page 504]

Prerequisites: Phase IV

Objective:

Co-operate with persons of authority on identified tasks. [4]

Reinforcement: Lesson 49

Skill Development:

1. Develop a plan to carry out a simple task. [4]
2. Carry out a simple task assignment. [4]
3. Ask other people fact finding questions. [4]
4. Obtain ideas by asking, "In what way...?" [4]
5. Analyze the elements of a simple task. [4]

Overview:

The student can gain competence in skill use by practicing the skills in the community; furthermore, such use of his abilities can acquaint him with resources for him to use, and a place in which to express himself. The activities of this lesson can show the student that he can contribute to his community in a meaningful, and yet quite simple way. At the same time, he can improve his personal skillfulness.

Modification:

None required. For students who are not on a pre-release program, the lesson and the application phase should stress the prison community.

Lesson 51

EXPLORING EXPECTATIONS OF EMPLOYERS

[Manual page 471]

Prerequisites: Phase IV

Objective:

Interview persons of authority to solicit their help for a specific purpose. [2,3,4,5,6,7,8,9]

Skill Development:

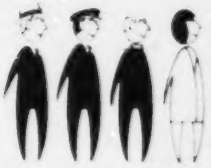
1. Co-operate with peers on identified task. [4,5]
2. Use a telephone efficiently, effectively and courteously. [4,5]

Overview:

Success of the Life Skills course requires that the student transfer the skills practiced in training to real life. "Exploring Expectations of Employers" provides a transfer setting: it modifies the accustomed learning setting by the presence of guests and then requires practice outside the training setting. Analysis of the practice outside the training setting provides a basis for further skill modification.

Modification:

This lesson can be used to explore expectations of staff or parole officer. In the stimulus phase, to initiate discussion the coach says, "What are the staff attitudes towards inmate behavior? What expectations do they have? What are their attitudes towards inmate labour?"; or use as it is written to help students upon release.



Lesson 52

AVAILING ONESELF OF LEGAL SERVICES

[Manual page 489]

Prerequisites: Phase IV

Objective:

Interview persons of authority to solicit their help for a specific purpose. [2,3,5,7,9]

Skill Development:

1. Ask other people fact finding questions. [4,5,8]
2. Obtain ideas by asking "In what way...?" [4]
3. Analyze data/information by asking "Why?" [4]

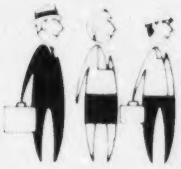
Overview:

This lesson provides practical application of some of the sub-processes in problem solving, and some of the interpersonal skills which the students have practiced in the group. During the lesson, promote such behaviors and record your observations for feedback during the evaluation at the end of the lesson. This lesson has a special and significant use in this manner because of the serious nature of legal problems, and because of the way they lend themselves to problem solving processes.

This lesson provides many opportunities for skill practice. If you have newly arrived students in the group, use these opportunities to have your experienced students demonstrate and teach one skill to the newer students.

Modification:

Modify according to the legal aid services available in the various provinces.



Lesson 53

APPLYING FOR A JOB

[Manual page 549]

Prerequisites: Phase IV

Objectives:

1. Complete job application form. [1,2,3,4,5]
2. Prepare job application letter. [1,2,3,4,5]
3. Prepare résumé. [1,2,3,4,5]

Skill Development:

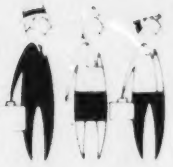
Ask other people fact finding questions. [4]

Overview:

In this lesson students practice skills used in applying for a job: using "Help Wanted" ads, completing application forms, writing letters of application, writing résumés, and interviewing employers. They use their skills to apply for a job or for further training placement.

Modification:

None required. If used as a part of pre-release program, the lesson should be applied mid-course so as to allow the inmate enough time to do what is required in the lesson and leave the institution with specific plans.



Lesson 54

DEBATING THE TOPIC: TO WORK OR NOT TO WORK

[Manual page 109]

Prerequisites: Phase IV

Objective:

Participate in a formal debate. [1,2,3,4,5]

Skill Development:

1. Model good presentation skills. [1,3,4]
2. Model attending behaviors. [4]
3. Give and accept semi-stressful feedback. [4]
4. Rate data. [4]
5. Model good group discussion skills. [4]

Overview:

This lesson helps students express attitudes toward work by debating the topic "To Work or Not to Work," formally and informally. In carrying out the debate, the students practice skills which contribute to effective public speaking. In the application phase of the lesson, they confront their assumptions and what their behavior tells others about their attitudes towards work. The lesson demonstrates a step in defining a problem, that of limiting or narrowing down the problem situation.

Modification:

In the objective enquiry phase, the coach should suggest topics pertaining to inmate labour within the institution. For example, resolved that: increased inmate production requires monetary incentive, or resolved that: increased inmate production is a worthy goal.

PHASE VI

EVALUATING EMPLOYABILITY

Objective:

Each student will be able to take an inventory of his job skills and life skills and make adjustment to personal goals.

Lesson Objectives:

55. Take an inventory of his life skills.
56. Analyze data/information by applying criteria.
57. Evaluate employability.

Lesson 55

EVALUATING PROBLEM SOLVING SKILLS

[Manual page 564]

Prerequisites: Phase V

Objective:

Take an inventory of his life skills.

Overview:

The lessons of the Life Skills course have provided practice for the students in the use of problem solving skills. Often the students have used the skills before, but often, too, without realizing it. So for some students, the course provided an awareness of skills already owned by them; for others, the course provided practice in entirely new behaviors. If the students develop an awareness of an ability they already possess, this helps them to improve the skill; if, on the other hand, they develop new skills, they learn directly from experience in the course. In this lesson, the students evaluate their skill learnings, and practice ones they want to learn.

Modification:

Use new rating chart on following page.

Lesson: Evaluating Problem Solving Skills

Self Evaluation of My Problem Solving Skills

Rating Scale:

1. I cannot perform the skill.
2. I can perform skill only in the group.
3. I can perform the skill without support.
4. I can assist a peer who has difficulty with the skill.
5. I can teach the skill to others.

To find out if you use skills like these:	Ask yourself questions like these:	1	2	3	4	5
Clarifying	1. Do I ask, "What do you mean"? 2. Do I say, "You seem to be saying this..."? 3. Do I say, "Let me repeat what you said, to see if I have it right"? 4. Do I say, "If I get Joe right, he is telling us this"?					
Patterning	1. Do I use a two dimensional chart? 2. Do I draw pictures to help in explaining things? 3. Do I look for habits in people? 4. Do I rearrange things or ideas: Do I say, "Let's think about it this way"?					
Ordering	1. Do I put numbers on things? 2. Do I rank order things from 'best' to 'worst.' 3. Do I say, "Let's set priorities"? 4. Do I set priorities?					
Encouraging	(Make up similar questions to ask yourself in this and following blocks.)					

To find out if you use skills like these:	Ask yourself questions like these:	1	2	3	4	5
Leading						
Giving information						
Harmonizing						
Inviting contributions						
Interpreting						
Initiating						
Integrating						
Inviting contributions						
Summarizing						
Giving feedback						
Using feedback						
Categorizing						

To find out if you use skills like these:	Ask yourself questions like these:	1	2	3	4	5
Listening	1. Do I use eye contact? 2. Do I use a listening body posture? 3. Do I repeat what the speaker has said?					
Questioning	(Make up similar questions to ask yourself in this and following blocks.)					
Compromising						
Getting agreement						
Using help						
Evaluating						
Trusting						
Confronting						
Imagining						
Goal setting	1. Do I ask, "Where are we going"? 2. Do I say, "I think we should figure out what we want to do"? 3. Do I say, "Let's have a party"? 4. Do I say, "Let's get on with it"?					

To find out if you use skills like these:	Ask yourself questions like these:	1	2	3	4	5
Organizing	1. Do I say, "We need a plan"? 2. Do I say, "Let's choose a chairman"? 3. Do I assign tasks to people? 4. Do I write out lists of things to do? 5. Do I record things for the group?					
Describing a situation	Do I use the 6WH system?					
Collecting facts	1. Do I ask others for information? 2. Do I consult references, telephone directories & city directories? 3. Do I read classified advertisements? 4. Do I get facts from watching TV?					
Deferring judgement	(Make up similar questions to ask yourself in this and following blocks.)					
Defining a problem						
Choosing a solution						
Brainstorming						
Developing criteria						
Predicting results						

To find out if you use skills like these:	Ask yourself questions like these?	1	2	3	4	5
Identifying assumptions	Do I use the <u>why</u> skill?					
Questioning	(Make up similar questions to ask yourself in this and following blocks.)					
Analyzing						
Measuring						
Testing						

Lesson 56

SURVEYING MARKETABLE SKILLS

[Manual page 458]

Prerequisites: Lesson 55

Objective:

Analyze data/information by applying criteria. [3,4,5]

Skill Development:

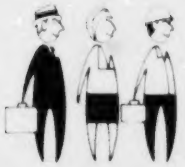
1. Make objective use of imagination. [3,4,5]
2. Obtain ideas through brainstorming. [5]

Overview:

Sometimes students have skills they fail to recognize. The discovery of some with market or training value provides a lift for the person making the discovery; such emotional satisfaction helps give meaning to the data gathering skill, and to the results revealed by its practice. The survey of marketable skills introduces the student to a way of thinking about jobs which relates to skill training: if jobs consist of skills, then it follows that training in skills prepares one for the job.

Modification:

This lesson can be used two ways. If used with new arrivals to the institution, emphasis should be placed on taking advantage of institutional facilities for training and preparation for return to society. If used as a pre-release lesson no modification is required.



Lesson 57

EVALUATING EMPLOYABILITY

[Manual page 573]

Prerequisites: Lesson 55 and 56.

Objective:

Take an inventory of his job skill and life skills and make adjustment to personal goals.

Overview:

In this lesson, the students help each other evaluate the effects the course has had on them: they assess their present level of life skills development in relation to the skills needed in the world of work; they predict difficulties they may encounter after they leave the group; they plan ways to maintain and improve both their life and job skills.

Modification:

Apply the data from Lesson 55 and 56 to the Ramar Self Rating Chart.

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